In response to questions 4 - 7, to better reflect Australia's diverse population and community structure, and our increasingly secular beliefs, religious organisations should not have influence over, or operate, higher education institutions. According to the Australian Bureau of Statistics: Religious freedom is an important value in Australian society. People are free to choose, express and practice their religious beliefs in different ways. This includes the right not to profess a religion or belief. Australia's higher education standards framework requires advanced knowledge, theoretical frameworks and concepts, and scholarship and enquiry. There is no room for teaching of faith in this framework. Teaching of faith, including accepting ideas or stories as fact without enquiry or doubt, is not compatible with our higher education standards framework. Academic inquiry into different faiths as a subject of analysis and discourse is important, but instruction in the practise of those faiths is not. Higher education providers that incorporate teachings of faith are not compatible with intellectual and academic processes that demand rigour in inquiry and theory. Higher education should not provide academic qualifications in specific faiths or theology. Similarly, religious organisations should not be providing higher education. While there may be a long tradition of universities being established by or associated with religious organisations, as a society we have now learned enough to know that religious organisations will always put their own interests first and aren't to be trusted to educate people to be able to think critically, or to be open and transparent about their own history and culture. In response to questions 17 - 19, 36 and 37, a stronger national approach to governance and quality is required. The current enabling legislation framework is complex and inconsistent between states as well as within states. Harmonised state and Commonwealth legislation would set a structure and framework that allows for consistent high quality universities. This would take some time to achieve but the outcomes would be very beneficial for the whole higher education sector. The process followed for harmonised work health and safety legislation, including the development of the Model Work Health and Safety Bill, could be applied to the higher education sector to ensure that all universities and providers operate to a consistent, high quality standard.